DOCUMENT RESUME

ED 255 503 SP 025 959

TITLE	Health: Grade Four. Interim Guide.
INSTITUTION	Manitoba Dept. of Education, Winnipeg.
REPORT NO	ISBN-0-7711-0149-X
PUB DATE	83
NOTE	108p.; For related documents, see SP 025 954-964.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Class Activities; *Dental Health; Disease Control; Elementary Education; *Environmental Education; Foreign Countries; Grade 4; *Health Education; Life Style; *Mental Health; *Nutrition; *Physical Health; Safety; Socialization; Well Being
IDENTIFIERS	Manitoba

ABSTRACT

This health education guide for grade four is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

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ED255503

province of manitoba 1983

health: grade four

interim guide

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ISBN 0-7711-0149-X

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social-emotional well-being

SOCIAL-EMOTIONAL WELL-BEING

SUB-GOAL: To enhance self-awareness and increase skills that promote personal development and successful relationships.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Personal Development Students should be able to:		It is advisable to use the activity from 3.1 as an introduction to this unit.
1.1 Demonstrate an appreciation of oneself.	Make a "Me!" collage or poster using pictures, photos, words or symbols representing personal interests and attributes.	Define attribute as a characteristic, an ability or skill of an individual. Attributes include physical, social, emotional, and intellectual skills. Make a list of attributes on the board. Examples are: . good singing voice . friendly, easy-going . ability to do math . honest, trustworthy, cooperative, respectful . hobbies . accomplishments - awards/badges
	Write a poem or statements describing personal attributes.	Begin each line using one letter of the child's first name. After lunch I like to read. Laughter is what I love to do. Baseball is my favorite game.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		E - - - R - - - T - - -
	Construct an origami paper structure that illustrates "Why I Am Special."	Calgary Board of Education, Self Concept, Elementary 4, 5, 6 (Calgary, AB: The Author, 1979), Grade 4, Lesson 5. Children complete positive sentence stems on origami paper structure. See Teaching Aids for sentence stems and the pattern for the paper origami.
1.2 Recognize that people make many daily decisions.	Define the term "decision." Make a class list of different kinds of decisions that are made daily. Give examples of big and little decisions.	Decision: a choice that one makes Little decisions: solving little problems without having to do a thoughtful process Big decisions: require a conscious process of making up your mind
1.3 Know steps in decision-making.	List the steps in the decision-making process.	Steps 1. Define the problem. 2. Explore possible solutions. 3. Discuss pros and cons of each solution. 4. Choose the best alternative. 5. Act on it - try it out for a period of time. 6. Evaluate.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Read a story and identify the steps of decision-making.	Duplicate "Allan's Decision" for each student. See Teaching Aids. WEDGE, A Question of Life, Trial Edition, Book 4 (Vancouver, BC: The Author, 1980), pp. 34-35.
2.0 Relationships Students should be able to:		
2.1 Identify positive qualities of a friend.	List qualities of a friend and select six important friendship qualities.	In this section, it can be mentioned that a friend can be a classmate, relative, penpal, older or younger person, or neighbor. Some examples to suggest of qualities of a friend are: honest, accepting, giving, loyal, thoughtful, sincere, respectful, good listener, reliable, trustworthy, humorous, dependable, kind, caring, loveable, cheerful, patient See Teaching Aids for "Friendship Qualities Certificate," Calgary Board of Education, Interpersonal Relationships, Elementary 4, 5, 6 (Calgary, AB: The Author, 1982), Grade 4, Lesson 10.
	Prepare an advertisement for a friend.	
	Prepare a silhouette of a friend and record several positive qualities about that friend on the silhouette.	Handle this activity with care -- be sure that qualities are positive. If students indicate that they have no friends, ask them to draw a silhouette of a friend they would like to have.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Participate in the card game, Friendship Rummy.	See Teaching Aids for Friendship Rummy Game. Calgary Board of Education, Interpersonal Relationships, Elementary 4, 5, 6, Grade 4, Lesson 10 (Calgary, AB: The Author, 1982).
2.2 Recognize that there are acceptable and unacceptable ways of expressing emotion.	Given situations, discuss and role play different ways of expressing emotion, comparing acceptable and unacceptable behavior.	Encourage the discussion of problem-situations that arise in the classroom or on the playground. Discuss the consequences of unacceptable and acceptable behavior.
2.3 Discuss ways to handle feelings about loss or death. (OPTIONAL)	Discuss situations that cause grief.	Grief, loss and death could be defined. Children are curious about death--they need to know it is the end of life in the body. This fact can be introduced at an opportune time; i.e., a dead bird found on a walk, death of a class pet. As children learn to understand the life cycle as it affects all living things, death will be placed in perspective. Deep feelings are involved about the death of someone for whom we care. Some children cannot express feelings but show them. Grief needs an outlet.
	Discuss ways to help a friend who has experienced loss or the death of a loved one.	Loss: separation, divorce, moving Ways to suggest: . tell the child you understand . be there to listen or talk . answer questions honestly . comfort (arm, shoulder) . ask what you could do to help

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr>
<td>2.4 Recognize that individuals communicate verbally and non-verbally.</td>
<td>Read stories about death or see and discuss a film.

Make a class list of verbal and non-verbal ways that people communicate.

Observe children at school and record verbal and non-verbal ways of communication.

Define the term "communication."</td>
<td>Examples to suggest:
. Verbal - shout, whisper, call
. Non-verbal - wink, smile, head or other body movements

With children's help, make a chart:

<table>
<tr><th>Situation</th><th>Verbal</th><th>Non-verbal</th></tr>
<tr><td></td><td></td><td></td></tr>
</table>

Encourage children to assess each situation in relation to how communication affects self and others.

Effective communication enhances relationships by encouraging closeness, showing respect and acceptance.

<u>Communication</u>: a process of giving and receiving messages, both verbally and non-verbally</td>
</tr>
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OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Role play several situations which involve effective communication.	Examples to suggest: . inviting a friend out to play . thanking a parent for assistance . asking the teacher for permission . saying something nice about oneself
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess personal attributes.	Complete a personal character profile.	Reproduce the following chart and ask children to complete it: Introducing ME Likes _____ _____ _____ Dislikes _____ _____ _____ Name _____ Age _____ Grade _____ Strengths _____ _____ _____ Attributes _____ _____ _____ Picture (front) (back)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Children could guess whose character profile is read.
	Design a commercial about "Me."	See Teaching Aids for a sample "Commercial about Me."
3.2 Demonstrate how to make thoughtful decisions.	Describe solutions to predicaments.	
	Solve a health-related problem using the decision-making process.	See Teaching Aids for examples of problems.
3.3 Recognize the importance of making thoughtful health decisions.	Discuss the consequences of making a thoughtful decision.	As an introduction, discuss health decisions for which children might assume responsibility.
	List support people who help children make thoughtful decisions.	
3.4 Propose goals to improve a health behavior.	Suggest a goal to improve a health behavior.	Encourage children to select a health behavior or characteristic that they would like to improve. List ways or steps to make improvements. Sample goals to suggest include:
	List ways to improve a health behavior.	. "I will listen carefully to others." . "I will show responsibility at home by keeping my room tidy."

physical well-being

PHYSICAL WELL-BEING

SUB-GOAL: To increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		In this unit, children learn about the circulatory system, its importance, structure and function, malfunctions and care. The organs of the circulatory system transport and supply nutrients to all body parts.
1.0 Circulatory System		Models, diagrams and animal organs will facilitate children's understanding of inner body parts. Prepare a lifesized chart of a child's body with removable major organs to assist children in the location of major organs.
Students should be able to:		
1.1 Identify the organs of the circulatory system.	Locate the position of the heart.	Explain that the heart is located inside the body. It is protected by the outside skin cover, the muscles of the chest, the spinal column and rib cage. It is slightly left of the breast bone. Explain that the circulatory system is made up of many interrelated parts with specific functions.

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr>
<td></td>
<td></td>
<td>
<table>
<tr><th>Organ</th><th>Location/Size</th><th>Function</th></tr>
<tr><td>heart</td><td>size of a clenched fist; mid to left of breast bone</td><td>pump blood to body and lungs</td></tr>
<tr><td>vessels</td><td></td><td>move blood from the heart to the body</td></tr>
<tr><td>veins</td><td></td><td>move blood to the heart</td></tr>
<tr><td>capillaries</td><td>microscopic</td><td>connect arteries and veins; supply food to body cells</td></tr>
</table>
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<tr>
<td>1.2 Know basic structure and function of the circulatory system.</td>
<td>Label the basic structures of the human heart on a diagram and describe the function of each part.</td>
<td>A pig or calf heart can be obtained from an abattoir or farm. Note the thick muscles and some vessels.

Heart Diagram - see <u>Teaching Aids</u>.

Functions of circulation:

. delivers oxygen and nutrients to body cells
. assists in removing wastes from cells
. receives oxygen from lungs and transports carbon dioxide from cells to lungs</td>
</tr>
</table>

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Match function with major parts of the circulatory system.	
	State the organ that controls the work of the heart.	Discuss the brain and the medulla, which is the lower part of the brain stem. It is responsible for keeping the heart beating. Read the story, "Story of the Heart," in Shannon, W. J. and Thomas, M. G., Cardiovascular Fitness, Have a Heart (Nova Scotia Heart Foundation, 1979), p. 14.
1.3 Appreciate the importance of the circulatory system to well-being.	State the work of the heart and the blood vessels.	Explain that the circulatory system is vital to life: heart and vessels circulate blood to body organs with foods (minerals, vitamins, gases, chemicals). Blood flow is called the stream of life. A heart attack is the result of the heart being overworked and in a poor condition.
1.4 Know that the blood circulates.	Listen to and count a human heart beat.	The heart pumps blood continuously from early prenatal life to death. Have children use a stethoscope to listen to the heart beat.
	Locate major pulse points of the body and count a pulse.	Children need several practices to locate and measure pulse rates successfully.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Simulate the blood circulation of the heart.	Have children trace blood flow with their fingers on a diagram, or prepare a large model heart on the floor, using tape, and have children walk through it, simulating blood flow.
2.0 Keeping Fit Students should be able to:		
2.1 Recognize the importance of exercises that strengthen and improve heart and lungs.	List activities of daily living and specific exercises that promote heart-lung fitness.	Stress that lungs and heart become stronger when regular exercise is done. Examples are: . Cardiovascular activities: - running - biking - swimming - skipping - jogging - playing soccer
	Keep a record for a day of time spent doing exercises that promote heart-lung fitness.	
2.2 Know risk factors that contribute to heart disease.	Discuss smoking, unbalanced diet, poor exercise habits and obesity as factors that contribute to heart disease.	
2.3 Know the effect of exercise on the body.	Run in place for one to two minutes and describe the effects on the heart and body.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Ask: . How do you feel? . What parts of the body seem fatigued? . How can you relieve body fatigue?
2.3 Practice ways to provide the body with rest and relaxation.	Describe favorite positions and activities that provide rest and relaxation.	Discuss the need of the body for rest following exercise.
	Discuss how the body responds to varying sleep patterns.	Ask the children to record the number of hours of sleep for a week and how they feel the next day. Ask: . How does sleep benefit the body and mind? . At what time of the next day is fatigue most common?
2.4 Identify the importance of good posture to well-being.	Demonstrate good and poor postures and describe how each stance can influence what we think about a person.	Have children work in small groups and take turns demonstrating different postures. <u>Things Posture Can Say</u>: . proud, confident, discouraged, excited, lazy, sleepy, alert, relaxed, shoes on tight, peppy, lonely, aggressive, sick

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Name benefits of practicing good posture.	Some benefits include: . carrying out tasks more easily . feeling and looking better See Teaching Aids for exercises on posture: . Tailor Exercise . Mad Cat . Marble Transfer
	List practices that contribute to poor posture and good posture.	Practices that lead to poor posture: . lack of activity . poorly fitted shoes . poor habits (walking, standing, sitting, lifting, reclining) . nutritional deficits; i.e., calcium deficiency Children should be encouraged to practice good posture when standing, sitting, walking, lifting and reclining.
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Identify practices that promote heart health.	Discuss practices that children can participate in to promote heart health.	The following factors promote heart health: . do regular daily exercise (especially total body activities such as biking, running, swimming,

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		skipping, walking) . eat balanced diet from four food groups . limit refined sweet foods, reduce fatty foods, lower salt intake . have adequate rest and sleep . manage stress appropriately . seek medical care for severe throat infections . avoid obesity, smoking, drugs, alcohol
3.2 Know the importance of practicing habits that promote heart health.	Tell reasons why individuals should practice habits to care for the heart.	Some reasons are: . to keep the heart from overworking . to maintain life . to live a long life . to reduce pain . to reduce medical costs . to prevent heart disease . to help the blood flow through the circulatory system
	State consequences of poor heart health habits.	Examples are: . clogged vessels (fatty food deposits) lead to overwork on the heart and heart attacks . high blood pressure (from high salt, stress, clogged vessels) may lead to heart failure . heart attack . stroke
3.3 Propose personal goals to improve or maintain heart health.	State goals to follow for improving and maintaining optimum heart health.	Help children formulate goals for optimum heart health. Examples of goals: . "I will limit salty foods." . "I will participate in total body exercises daily." . "I will eat from all four food groups." . "I will take 8-10 hours of sleep each night."

nutrition

NUTRITION

SUB-GOAL: To develop proficiency in making food choices that maintain and promote well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Teachers are encouraged to use one or more of the following suggestions to increase their background in nutrition: . Health Education Methods for Elementary Teachers: Background Reading (Nutrition section) available from Department of Education Library . Attend an in-service: Big Ideas/Food for Thought 4-6, sponsored by Manitoba Milk Producers' Marketing Board and the Department of Health . Canada's Food Guide Handbook 1982. Health and Welfare Canada, Home Economics Directorate, Health Promotion Branch, Department of Health, 880 Portage Avenue, Winnipeg
1.0 Food Students should be able to: 1.1 Recognize locations of major food growing areas in Manitoba and people involved in food production.	On a map, indicate major Manitoba food production areas and list examples of typical foods grown in each region. Discuss the people involved in food production, storage, handling and selling in various areas of Manitoba.	See Teaching Aids, Concept #7, Food for Thought, Energy Food and You: An Interdisciplinary Curriculum Guide for Elementary Schools, Department of Health.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.2 Know characteristics of new or unfamiliar foods.	Observe and describe the characteristics of a new food. Classify a variety of new or unfamiliar foods.	Have children observe and record outside and inside characteristics of an unfamiliar food; for example, eggplant, kiwi fruit, saskatoon, broccoli. Foods could be grouped by color, shape, texture or taste.
2.0 Food Classification		Introduce this section by showing a film about food groups and their functions. Design questions for the film and assign questions to small groups of children. Film: "The Real Talking, Singing Action Movie About Nutrition," Department of Health Film Library.
Students should be able to:		
2.1 Know the importance of following Canada's Food Guide.	Discuss recommended daily servings for each food group and their importance to health.	Make a classroom chart and discuss the recommended servings for each food group. Review from grade three the main function of each food group.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES

	Milk and Milk Products	Breads and Cereals	Fruits and Vegetables	Meat, Fish Poultry or Alternates
Children and Adults	2-3 2	3-5	4-5	2
Teens and Pregnant Women	3-4	3-5	4-5	2

Given an example of a restaurant menu, choose three meals and snacks to illustrate adequate food group intake.

It is suggested that children build their menu around the recommended number of servings for each food group.

2.3 Identify the major nutrients within food groups.

List or complete a simple table showing the major nutrients found in foods and their importance.

Have the children complete the following chart of major nutrients and their importance.

MAJOR NUTRIENTS	IMPORTANCE
Protein	growth and repair
Carbohydrates	energy
Fats	energy
Minerals/Vitamins	keep the body healthy
Water	prevents the body from drying out; transports nutrients

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Match major nutrients to their functions.	
3.0 Food Selection		Review the concept of balanced meals from grade three.
Students should be able to.		
3.1 Apply nutrition principles to meal planning.	Plan a balanced meal around one food item.	
3.2 Know components and importance of a nutritious breakfast.	Design several nutritious and appealing breakfasts.	Make a class list of foods that constitute good breakfasts, and discuss why breakfast is an important meal.

Food Groups		
Milk and Milk Products	milk	yogurt
Breads and Cereals	brown bread	
Fruits and Vegetables	straw-berries	
Meat,Fish,Poultry and Alternates	baked beans	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Discuss why breakfast is often skipped and ways to facilitate eating breakfast. Examples are: . breakfast shakes . "pocket" breakfasts . prepared-the-night-before breakfasts Some effects of skipping breakfast are: . lack of concentration . fatigue, irritability, shakiness, headaches . less productive work . eating non-nutritious foods mid-morning . not meeting minimum requirements of Canada's Food Guide
	Examine labels of a variety of breakfast cereals for sugars, and select the best cereals.	Plan a field trip to a grocery store. Discuss the purpose of the trip with the store manager prior to going. Or, have children bring empty boxes of foods to class. Explain that the terms, sucrose, dextrose, maltose, glucose, fructose, syrup and honey, will indicate presence of sugar. Encourage children to choose products with low sugar content.
	See a film and/or a quick nutritious breakfast demonstration at school.	Film: "Eating On the Run," Department of Health Film Service. Have children plan and stage quick breakfasts in front of the class.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.3 Differentiate between acceptable and unacceptable snack foods.		Explain that nutritious snacking is a practice of selecting foods from the four food groups. Snacks should contribute to the day's energy and nutrient intake and be low in sugar.
	List snacks that are acceptable and non-acceptable.	Have children make a poster of acceptable and/or non-acceptable snacks. See Teaching Aids for "Snacking Sense: The Choice Chews."
	List characteristics of a good snack and a non-acceptable snack.	Stress that a snack should be: . a food item from a food group . quick to prepare . low in sugar or honey, fat and salt . a contributor to daily food needs . non-sticky Explain that sweet, sticky foods can contribute to tooth decay. Discuss a diagram of dental decay. See Dental Health unit.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
4.0 Food Appreciation Students should be able to:		
4.1 Recognize the four types of taste. (OPTIONAL)	Sample foods and record taste results on a chart.	Provide a variety of samples for tasting. Examples to include: . Sour - lemon juice, vinegar . Bitter - bitter chocolate, strong coffee . Salty - table salt . Sweet - granular sugar
	Discuss examples of foods that illustrate types of taste.	Note: Be aware of any allergies and special dietary needs when planning this activity.
4.2 Recognize variations within a food type.	Go on a field trip to a store or market garden to observe the differences in characteristics of related food types.	Select from food types such as: . Cabbage - green - red - savoy . Lettuce - head - romaine - spinach - bibb . Apple - Spartan - McIntosh - Granny - Red and Yellow Delicious

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. Squash - zucchini - acorn - hubbard - butternut
	Taste samples of a variety of foods within food types and describe flavor, taste, color, texture, odor, size and shape.	Have children observe and record shape, color, texture, size, taste and smell.
5.0 Promoting Positive Lifestyle Practices Students should be able to:		
5.1 Evaluate a variety of breakfast cereals, using given criteria.	List appropriate criteria for choosing nutritionally acceptable breakfast cereals and apply these criteria to a variety of cereals.	Brainstorm for criteria for rating a cereal nutritious: . whole grain . low sugar (less than 5 grams per serving) . low cost . good taste . good appearance
	Investigate a variety of common cereals for sugar and fiber content and rate them.	Have children bring common family cereals to class. Read the label to evaluate each cereal. Use the criteria above. Reinforce that children should:

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. taste cereals without adding sugars to appreciate different taste of grains . decrease sugar added to cereals at the table
5.2 Recognize factors that influence eating habits and health.	Discuss how food selection factors may influence health.	Make a class list of factors that influence eating. They may include: . family insistence . peer influence . celebrations . movies and sports events . time of day, place . location of stores, vendors . advertising: TV, vendors . hunger . taste Explain how one factor that influences selection may affect well-being. For example: . Eating alone may cause a child to over- or under-eat. . Skipping a meal may cause a child to be irritable or inattentive at school and can cause digestive problems.
5.3 Propose nutrition goals to improve lifestyle and health.	Select a food habit that needs improvement and suggest ways to change or improve it.	Have children identify personal goals such as: . "I will have a nutritious breakfast every day." . "I will eat another fruit or vegetable to ensure I get four or five servings a day."

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. "I will take three servings of milk and milk products by choosing from a variety of milk products." . "I will try to choose snacks that are nutritious and low in sugar, fat or salt."

dental health

DENTAL HEALTH

SUB-GOAL: To develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Structure and Function Students should be able to:		
1.1 Know the importance of healthy teeth.	List the contributions and advantages of a healthy set of teeth.	Discuss how self-image is enhanced by healthy teeth. Consider: . speech pattern . face shape . appearance . alignment . diet relationship . breath
	See and discuss a film on the importance of teeth.	Film: "Teeth Are Good Things To Have" (Dental Services, Department of Health, Winnipeg).
1.2 Be aware of the relationship between dental health and social relationships.	Tell how a nice smile enhances appearance.	Have children consider face and jaw shape, tooth alignment and other characteristics, such as speech and breath.
1.3 Relate how dental changes affect an individual.	Observe dentition changes that occur from infancy to adulthood.	Prepare an overhead diagram of dentition changes.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		"The Primary Teeth," Illustration #1; "The Permanent Teeth," Illustration #16, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981). Prepare a bulletin board display and color code teeth according to eruption pattern. Film: "Teeth" (Department of Education Library).
	Discuss how dental changes affect individuals.	Examples to suggest are: . chewing . appearance . speech . alignment . singing and playing musical instruments
	Discuss what it would be like to lose all your teeth.	
2.2 Know how to brush and floss.	Discuss correct procedures for brushing and flossing.	
	Prepare and use a home-made dentifrice.	Toothpowder Recipe 30 mL baking soda 5 mL table salt Several drops of oil of peppermint or wintergreen Mix thoroughly.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 Environmental Factors Students should be able to:		
2.1 Identify ways to promote dental health.		Brainstorm for a list of factors that might influence dental health as an introduction.
	List and discuss foods that students enjoy for lunch and select those that are conducive to optimal dental health.	Explain that foods conducive to dental health contain little or no refined sugar. "Snack Signals," Illustration #6, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).
	Prepare a nutritious lunch that is dentally sound and eat it at school.	Select recipes with little or no sugar for children to prepare for a school lunch. With the class, make a bulletin board display showing dentally safe and nutritious foods, and dentally unsafe foods.
	State safety rules that prevent dental injury.	Review safety practices on bikes and playgrounds; discuss ways that children can avoid dental accidents. A situation involving a hazard or risky behavior might be useful for discussion.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Ask: . Has anyone had a dental accident? If no one offers information, describe one yourself. . In what activities were you involved? . What was the hazard (unsafe object in the environment) or the risk (unsafe behavior)? . What are some rules to follow to prevent dental accidents?
	Discuss how to brush and floss.	Review principles from previous grades for brushing and flossing.
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess dental care behavior.	Brush and floss teeth at school, and assess the effectiveness of brushing and flossing by disclosing.	It is recommended that children bring a toothbrush to school for daily brushing through the year. Have children use a measured amount of fluoride toothpaste. Have them brush and floss teeth, following appropriate steps, and use a disclosing tablet to identify areas of plaque. Bleeding gums indicate improper flossing technique. Have them rebrush, then record results of brushing and flossing.
	Keep a record of dental practices for a period of time and evaluate it.	Prepare a simple record for children to record dental practices.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.2 Know the importance of maintaining and improving dental health.	Discuss the individual's responsibility in maintaining and/or promoting dental health. Discuss the consequences of not caring for teeth and gums.	
3.3 Identify the family's role in maintaining and improving dental health.	Write a paragraph on how the family assists in promoting and maintaining dental health.	Stress the family's role and relate it to appropriate use of health services, selection of foods, selection of dental products, supervision of dental practices.
3.4 Propose goal statements and develop a plan of action to improve dental health.	Discuss and write short-term goals to improve dental health.	Refer to objective 4.0, grade three for teacher background. Examples: . "I will increase milk servings to obtain more calcium." . "I will select a fruit or vegetable for a snack."
	Identify several short-term and at least one long-term dental goal.	
	Select a dental behavior that needs improvement, design a plan of action to improve dental health and carry it out.	Encourage children to follow their plan. Have periodic checks at school and home.

safety

SAFETY

SUB-GOAL: To practice safety and survival procedures that promote individual and community well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Safety in Environments Students should be able to:		It is advisable to use a safety asessment inventory from 2.0 at the beginning of the unit.
1.1 Know the definitions of hazard, risk, responsibility and accident.	Using a dictionary, define the following terms: hazard, risk, responsibility and accident.	Hazard: a situation, product or object that is potentially harmful Risk: behavior around a hazard that could lead to harm Responsibility: an obligation of a person or group by virtue of their role Accident: an unplanned event or act that may result in injury, property damage or death
1.2 Know how to prevent accidents.	List potential hazards in a variety of environments. Identify risk-taking behavior, possible consequences and preventive measures.	Examples are: . Hazards - rough tree bark - exposed root or stone - wet outdoor equipment - slippery ground - tack on floor

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. Risky Behavior - tripping, pushing, bumping - taking a dare - being worried - being unobservant - walking on wrong side of road . Consequences - bruise, cut, scratch - joint or bone injury - injured tooth Have children propose safety measures to reduce or eliminate hazards and risk-taking behavior. A safety goal statement might be: "I will walk carefully around the perimeter of a swimming pool."
	Analyze hazards, risks, and preventive behavior of a specific accident.	Bring newspaper articles of accidents for analysis or describe an accident common to children.
1.3 Identify highly hazardous environments.	List examples of highly hazardous environments that require special safety measures.	Examples of environments: . home (kitchen, bathroom, garage, stairways) . playgrounds, play areas, games area . streets . rivers, lakes, ponds . recreation and sport areas . high objects (trees, equipment, buildings) . discarded appliances . explosive objects (ammunition, chemistry sets, gun powder, toy pistol caps, fireworks, pressurized cans)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Describe safety behavior for each situation.
1.4 Know hazards and risks involved in water areas.	Describe examples of hazards and risks around bodies of water during different seasons.	
1.5 Know rules for safe recreational use of water areas.	Discuss rules for specific recreational activities related to water areas.	Examples to research: . swimming . boating . water skiing . ice fishing . snowmobiling and other vehicles on ice For each of the areas researched, discuss rescue procedures to prevent death from occuring in the event of an accident.
1.6 Analyze a playground accident.	List examples of common playground accidents and analyze one or more situations.	For each situation described, have children identify: . hazards . risks . consequences . risk-reducing behavior

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Analyze a playground activity in which an accident occurred. Discuss the consequences of the accident.	Common consequences of playground risk-taking behavior might be: . falls . fractures . unconsciousness . cuts, bruises, scrapes . having the "wind knocked out"
1.7 Know the importance of seeking adult help in an emergency.	Demonstrate procedures for getting help in an emergency.	
	Discuss why it is important to act appropriately in an emergency.	Stress the following emergency behavior: . seek adult help . stay with the victim . call an emergency number and state the problem, location and name of victim
1.8 Know the major importance of first aid.	Explain why immediate care of injuries is important.	Explain that immediate care is important for the following reasons: . save lives . prevents further injury . promotes healing . maintains health
	Discuss immediate treatment of injuries illustrated in film situations.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.9 Know correct first-aid measures for minor injuries.	Describe the immediate care for minor injuries.	Have children discuss and note care measures for these situations: . Scald burn . apply cool water, wet towels . tell an adult . get medical care or Flame burn . apply cool water, wet towels . tell an adult . get medical care . Minor Skin Cut . stop bleeding with hand or clean bandage . cleanse skin after bleeding stops . apply bandage or bandaide . tell an adult . Nosebleed . pinch nostrils 5-10 minutes to stop bleeding . sit person upright . send for help . Bruise . apply cold water and pressure . tell an adult . Joint Injury . stay with injured person . support injured part . get help

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.10 Demonstrate correct first-aid procedures for a minor injury.	Simulate first-aid measures for a burn, scald, cut, nosebleed, wound, bruise or joint injury.	Review treatment for flame burns and scald burns. See grade three. Have children practice first-aid treatment for flame and scald burns. Demonstrate how to treat a simple cut: . stop bleeding (apply a clean cloth or hand over wound and press) . cover injury with clean bandage . get adult help
2.0 Promoting Positive Lifestyle Practices Students should be able to:		
2.1 Assess personal safety lifestyle practices.	Complete an accident inventory.	See Teaching Aids for inventory.
2.2 Identify the importance of community safety promoters.	Name or list local individual community safety promoters.	Examples are: . doctors, nurses, qualified first-aid personnel, parents, teachers, safety agencies, health services

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss the work of community safety workers, and describe individual responsibilities for promoting safety.	Stress the importance of children being safety promoters. Examples of ways that children can assist: . keep environments uncluttered . pick up belongings to prevent falls . refrain from playing with matches, medicines, poisons . report unsafe conditions and injuries
	Construct a poster illustrating personal responsibilities for the prevention of accidents.	Responsibility: an obligation of a person or group by virtue of their role Examples of situations that require responsible behavior are: . bicycle riding . walking on the road . swimming . boating . school bus riding . wearing seat belts
2.3 Propose ways to reduce personal risk and promote safe living.	Select a safety behavior that needs improvement. List safety behavior that will reduce the likelihood of an accident.	Use the results of the safety assessment to identify a risky behavior that has a high probability of resulting in an accident. Have children list goals or safe behavior to reduce the risk of an accident.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Propose goal statements to promote personal safety.	Encourage the children to select and practice several goals that will improve personal safety. Keep a record of their progress for a period of time and evaluate results. An example of a safety goal statement is: . "I will look left and right before crossing with the green light."

environmental health

ENVIRONMENTAL HEALTH

SUB-GOAL: To understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Environmental Factors Students should be able to: 1.1 Understand the dangers of using unsafe water.	Discuss the effects of drinking unsafe water on health.	This unit can be correlated with Science studies. Discuss the qualities of safe drinking water. Examples are: . cool, clear . free from objectionable taste and odor . free from harmful chemicals and microbes (germs) Stress that individuals should seek medical attention if these symptoms arise: . nausea . diarrhea . vomiting . weakness . abdominal cramps . high temperature . dehydration: thirst . yellow skin, yellow coloration of the sclera

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Explain that the following organs may become affected by drinking unsafe water: . skin (discoloration) . spleen (enlargement) . intestine (inflammation) . liver (enlargement)
1.2 Recognize the major causes of unsafe water.	Discuss sources of water pollution.	Explain that the major problem is raw sewage disposed into waters used for drinking. Sources of water pollution include: . human excrement . wild and domestic animal feces Explain that excessive sound (noise) is an air pollutant that affects health.
1.3 Identify the characteristics of sound which make it pleasant or unpleasant.	List three to five sounds that are pleasant and unpleasant. Identify the characteristic that distinguishes pleasant from unpleasant.	Brainstorm a list of pleasant and unpleasant sounds. Have children discuss criteria that distinguish pleasant and unpleasant sounds, and apply to their lists. Examples might be: . loudness . pitch (high or low) . source . distance . irregularity . unnecessary . unexpectedness

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr>
<td>1.4 Classify a variety of sounds.</td>
<td>Record noises heard in the classroom, on the street or at home and classify them using a simple classification system.

Observe passing traffic and classify each type of vehicle by loudness of sound.</td>
<td>. meaninglessness
. interrupting
. inappropriateness
. unfamiliarity

Be sensitive to differences of opinion.

Two simple classification schemes are:

. man-made noise
. natural noise
. pleasant sounds
. unpleasant sounds
. high sounds
. low sounds
. sounds of nature
. sounds of machines
. sounds of people

<table>
<tr><th colspan="5">Examples of Vehicles</th></tr>
<tr><th>Loudness of Sound</th><th>fire truck</th><th>motor-cycle</th><th>bike</th><th>other</th></tr>
<tr><td>1. ear shattering
2. annoying
3. acceptable
4. barely perceptible</td><td></td><td></td><td></td><td></td></tr>
</table>

Ask:

. Why do some vehicles make so much more noise than others?</td>
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OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Monitor and analyze the sounds found in various rooms at school or at home.	. How does noise affect health? . What can be done to make vehicles quieter? Have small groups of children conduct surveys to determine the following: . What rooms are noisiest? (home, school) . What rooms are quietest? . At what time are rooms most noisy, most quiet? . What are common sources of noise at home and at school? . How do individuals react to noise in different rooms? . What rating would each room be assigned? . How can noise be reduced or prevented? (propose ways) Prepare worksheets for children to record their findings. Place: Home _____ Time: _____ School _____ Room _____ Rating of Room Noises __ ear shattering __ annoying __ acceptable __ barely perceptible __ other

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Rank order a number of sounds according to noise levels from threshold of hearing to threshold of pain.	Explain that noise levels are measured in decibels where zero represents the weakest sound a person can hear and ten represents an intense sound such as a large jet plane at take-off. Distribute printed cards of a variety of sounds. Select two children to come to the front of the class and hold "Threshold of Hearing" and "Threshold of Pain" cards. They should be positioned 5 m apart. The class will rank order the sound cards between the children holding the Threshold of Hearing and Threshold of Pain cards.
1.5 Recognize the effects of sound on an individual's health.	Describe how pleasant and unpleasant sounds affect an individual's health.	Review science concepts of sound and noise. Children should understand that excessive sound endangers physical, emotional, social, and spiritual health. Explain that sudden, loud, prolonged noise can cause the following: . <u>Physical effects</u> such as: - increase in perspiration, breathing rate, heart rate, blood pressure - tightening of muscles - delayed digestion - headache, pain in ears, loss of balance - partial to complete deafness . <u>Social-Emotional effects</u> such as: - intense feelings of anger and irritability - shock, fatigue, loss of school and job efficiency - anxiety

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. Other effects such as: - inability to work accurately at home or on the job - financial loss if a job is lost - decreased sense of beauty in surroundings
2.0 Disease Prevention Students should be able to: 2.1 Recognize the differences between communicable and chronic diseases.	Define the terms, "chronic disease" and "communicable disease," and list common examples of each.	Chronic diseases are slow to develop, linger for years, may cause disabilities, may or may not be curable, and may affect different age groups. Communicable diseases are caused by living organisms, are directly or indirectly transmitted, are relatively short-lasting and yield to treatment, cure and/or prevention. On the board, list some common communicable diseases of children and some common chronic diseases. Some examples of chronic diseases are: . heart disease (angina, coronary disease) . stroke . high blood pressure . diabetes . cancer . bronchitis . emphysema . asthma

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Some examples of common communicable diseases are: . flu . chicken pox . colds . infectious hepatitis . scabies . measles . mumps A germ is an invisible living organism that causes illness or disease in plants and animals. Explain that germs that penetrate the body reproduce in multitudes and upset body harmony. Pathogens are classified as to groups such as: . viruses . protozoans . fungi . worms
	Name common childhood diseases and list common signals of communicable disease.	Common signals of communicable diseases are: headache, fever, chills, aches or pains in muscles, bones, chest and stomach, running nose, eyes, and ears, tiredness, lack of appetite.
2.2 Know common routes of entry of germs into the body.	On a diagram of the human body, indicate the common routes of germ entry and discuss how transmission of germs might occur.	Disease organisms can enter the body through: . broken skin . respiratory tract, digestive tract, genito-urinary system, blood, body openings (mouth, nose, ears, urethra, anus)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Disease organisms leave the body through: . oral and nasal route . feces . urine . wounds . blood . insect bites (via blood)
	Identify ways that disease-causing organisms (pathogens) can be transmitted to hosts.	Host: a living organism such as a child, adult, dog, plant Explain that disease-causing organisms are present in the air, soil and water, and can be harmful if they get inside the body and reproduce excessively. There are four modes of transmission: . fecal-oral (transmission of human wastes into water and food - hands to mouth) . respiratory (inhaling droplets from coughs and sneezes) . direct (hands, kisses, sexual, insect bites, infected tissue) . vectors (insects, spiders, lice, woodticks)
2.3 Know how the body defends itself against disease.	List examples of first, second and third line defences that protect the body against disease and discuss how they work to rid the body of germs.	Examples of physical barriers to disease-causing organisms include: . unbroken skin . hairs in nose . eyelashes . hairs lining the respiratory system (cilia)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Examples of reflexes that act as barriers include: . blinking . tearing of eyes . coughing . sneezing Examples of chemicals produced by the body that act as barriers to disease include: . tears . stomach juices . mucus produced in nose and throat . brown ear wax These are called the "outer" or "first line of defence." If these barriers are invaded by germs, inner defences in the blood and body fluids attack germs. <u>Second Line</u> White blood cells, called "phagocytes," surround germs and eat, dissolve or weaken them. <u>Third Line</u> Antibodies are specialized body cells that fight off invading germs. They are formed against each specific disease and may remain active for months or years; e.g., chicken pox antibodies, polio antibodies.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Identify responsible actions that promote a healthful environment.	List a variety of services that protect and promote community health.	Examples in the community are: pickup and disposal of wastes, water purification, noise control, immunization programs, zoning for industrial uses, parks, hospitals, residences Invite the public health nurse to class to discuss recommended immunization and its importance.
	Write letters to agencies and/or industries, requesting information on how they promote and protect community health.	
3.2 Know the importance of community and individual health promotion practices.	Describe the importance of a variety of health services and personal health practices.	
	Describe the consequences of not having a full range of health services or practicing poor health habits.	Encourage the children to speculate about what would happen if a vital health service such as garbage removal were eliminated for a period of time.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.3 Propose goals to promote individual and environmental health.	Select a health practice you would like to improve and state or write goals for improvement.	Encourage children to propose goals such as: . "I will turn down the stereo to a noise level that is acceptable." . "I will conserve water use by having a shower." . "I will find out if my immunization level is up to date and up-date it if necessary."
3.4 Design a plan of action to promote individual and/or environmental health.	Select a health behavior that you would like to improve and design a plan of action for improvement.	Suggest that children use some of the following situations to design an improvement plan: . usage of water - brushing teeth - taking a shower - taking a bath - drinking water - flushing the toilet . protection from inside and outside noises . reduction of litter and beautification of the environment . purification of water . prevention of a communicable disease The action plan can simply be described as: . problem to be solved . steps to solve problem . problem solution tested out